C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XHDQP2VW\MC900445098[1].wmfMessages in Myths

**Outcome: CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.**

**BEFORE:**

**By looking at the subtitles of the article ONLY, write your own definition of a myth.**

**Definition:**

**Read the subtitles again and turn them into questions:**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**DURING:**

**Complete the attached copy of the Mythical Creatures Chart.**

**AFTER:**

**Now that you have read the article, rewrite your definition of a myth. Was your first definition similar to your final definition? Why or Why not?**

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AG7KVITV\MC900195910[1].wmfMystical Creatures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Also Known As (AKA)** | **Culture/Country of Origin** | **Points of Interest** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
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**Helpers of Humanity**

**CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.**

**BEFORE: Look at each of the Chinese Illustrations from the article “Helpers of Humanity” and write a one or two sentence caption for each picture. *A caption is a short description about who and what is happening in the picture.***

|  |  |
| --- | --- |
| **Picture #1** | **Picture #2** |
| **Picture #3** | **Picture #4** |
| **Picture #5** | **Picture #6** |

Helpers for Humanity

**“According to the Chinese myth, five emperors ruled the heavens. The Central Emperor was associated with yellow earth; the Southern Emperor controlled fire and summer; the Eastern Emperor controlled spring; the Western Emperor controlled autumn; the Northern Emperor controlled winter. These great rulers and other lesser gods watched over life on Earth, and sometimes acted to help human beings.” ~ Song Nan Zhang**

|  |  |  |
| --- | --- | --- |
| **Name of god** | **Also Known As** | **How did he Help Humanity?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A0F4HMDR\MC900440428[1].wmfWriting a TANKA poem**

**CC6.8: Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).**

**Brainstorming: Who are the community helpers in our town? Are they similar to the helpers in the article that we read?**

**Criteria for writing a TANKA poem:**

**Line1: Tells who ( 5 syllables)**

**Line2: Tells feeling, action, or description(7 syllables)**

**Line3: A summative phrase ( 5 syllables)**

**Line4: Added depth of meaning and imagery ( 7 syllables)**

**Line 5: Added depth of meaning and imagery ( 7 syllables)**

**Create an example together:**

**Performance Task: Create themselves as a helper of humanity based on criteria from the story. CC6.4**

**Representation rubric**

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WI4TIFX\MC900330248[1].wmfThe Lore of the Unicorn**

**BEFORE:**

**What are things that you wonder about?**

**Example: Why do cats purr?? What makes your leg go to sleep??**

**DURING: With a partner, read the article “ The Lore of the Unicorn” and answer the following questions. Remember to practice your fleuncy!**

1. **What does a unicorn look like?**
2. **What unusual abilities do unicorns have?**
3. **Tell about the alicorn. How would you test to see if an alicorn is real?**
4. **What famous connections have been made with unicorns?**
5. **Tell about different types of unicorns.**
6. **What happened to unicorns?**
7. **Did unicorns ever really exist? What makes you say so?**

**AFTER: Complete the EXIT slip and hand-in to your teacher.**

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WI4TIFX\MC900330248[1].wmf The Lore of the Unicorn**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **In your opinion, did unicorns ever exist? Support your response.**
2. **What connections to the everyday world can be made from this message?**

**C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2WI4TIFX\MC900330248[1].wmf The Lore of the Unicorn**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **In your opinion, did unicorns ever exist? Support your response.**
2. **What connections to the everyday world can be made from this message?**

**Teacher Lead Inquiry Assignment**

**CC6.9: Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.**

**Performance Task: Students will choose a mystical creature and research to try and prove that the creature actually exists/existed or not. The students will decide what the best way to prove their opinion is.**

**Choices:**

**Presentation**

**Report**

**PowerPoint**

**Poster**

**To complete this assignment use the following graphic organizers to support your point of view.**

**See the following rubric to understand how you are going to be assessed.**

**Brainstorm Mystical Creatures to Inquiry:**

Evaluating and Citing Internet Sites

Remember to check for accuracy, objectivity, currency, content, and authority when using Internet sites as resources. The following list can help you to evaluate the internet sites you visit.

Author’s name ( last name, first name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of document on the site ( put in quotation marks):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of document or last date updated on the site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

URL address of the site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date you visited the site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **CRITERIA** | **EVIDENCE** |
| Authority/ Authenticity | |
| If there is a home button for this site, click on it. What is the name of the site? |  |
| Who is the author of the document on the site? What are his/her credentials? Is there a way to contact the author? |  |
| Objectivity | |
| Does an organization, company, university, or person sponsor the site? |  |
| Does the content seem to have a bias or point of view? |  |

*Adapted from Saskatchewan Social Studies 6 Pearson*

Drawing Conclusions

***In the “ I READ” column, make notes of facts and where you found them. In the “ I think” column, write your own opinion about what each fact means or says. Finally, write your conclusions in the “ Therefore” space at the bottom.***

|  |  |
| --- | --- |
| **I Read Online** | **I Think** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Therefore** | |
|  | |

***~Adapted from Saskatchewan Social Studies 6 Pearson***

Computer Connection

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Topic/ Thesis:** | | |
| Point One: | Information Found: | Website: |
| Point Two: | Information Found: | Website: |
| Point Three: | Information Found: | Website: |
| Conclusion: | Information Found: | Website: |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Planning a Presentation**

My final choice of how to present my presentation:

My

My audience:

Three Creative ways

I could present my information:

1.

2.

3.

My Topic:

My Purpose:

Insert presentation template

**The People Who Could Fly**

**Outcomes:**

**CR6.1: View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).**

**CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.**

**CC6.1: Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).**

**BEFORE:**

1. Have you ever witnessed a time when people were treated unfairly because of their race, age, gender, or beliefs?
2. Idioms are phrases and expressions that mean more than what the individual words say. An example is:
3. The title of this story is an idiom. After reading the title, and referring to the first two questions, what do you think the story will be about?

**DURING**:

Close your eyes as you listen to the story and create a mental image. Draw a sketch of your image.

**AFTER:**

1. What is the meaning of the title? Were your predictions correct?
2. How did you feel during the story?
3. What would you like to say to the driver and master and/or Sarah and Toby if you could?

**Extension for Learning:**

Choice:

1. Brainstorm others idioms and have students divide into groups to present the literal meaning of an idiom. ( CC6.4)
2. Write a personal response based on the big idea of the story. ( CC6.1)

General 5 point rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| **WOW**  **I understand and can apply learning in a new way** | **Yes, and**  **I understand and I can teach/show someone else** | **Yes**  **I can do it own my own.** | **Getting There**  **I can get started, but I get stuck** | **Not Yet**  **I need more supports** |

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XHDQP2VW\MC900391716[1].wmfGawain and the Lady Ragnell

**Outcomes:**

**CR6.1: View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).**

**CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading**

BEFORE:

1. If you could be the king or queen for a day, what would your wish for humanity be?
2. Present the riddle to the students and tell them that the answer is found in the story. What do you think the answer could be?

*What is in the eye of the beholder,*

*Is found deep within the mind and heart,*

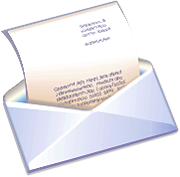
*and cannot be judged quickly?*

**DURING:** Making Connections: As you read this legend, pause at the points suggested below and think about how this story relates or connects to your own life. Jot down your thoughts.

|  |  |  |
| --- | --- | --- |
| READ | CONNECT | JOT NOTES |
| Read to: “ I gave him my word…with the answer to a questions!” said Arthur ( page 67) | 1. Think about a time when you made a promise that was almost impossible to keep. Why was it so hard? 2. Is it important to keep all promises? Why or Why not? |  |
| Read to: “ He was torn by the terrible choice facing him.” ( page 69) | 1. Think about a time when it was extremely difficult for you to make a decision. What kinds of problem solving strategies did you use to help make your decision? |  |
| Read to the end | 1. Think about a time when you perhaps judged a person too quickly because of the way they looked, spoke, or acted. How did your opinion of that person change when you got to know them better? 2. How are you similar to the character Gawain? |  |

AFTER: Language Workshop

Blackline master 18: About complex/simple sentences

Writing a Friendly Letter

Outcome:

**CC6.7: Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.**

Criteria for Writing a Friendly Letter:

~ teacher lead instruction with exemplars and criteria

Letter Topic:

Choose a character in the story and write them a friendly letter.

Co-create Criteria:

What does a friendly letter need?

What is the purpose of a friendly letter?

What are topics that you could write about?

**Writing a Personal Letter Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Outcome: CC3.4**: I can **write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing topic such as a personal letter with a clear purpose, correct structure, and interesting details.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **5 Fully meeting expectations with insightful understanding** | **4 Fully meeting expectations with thoughtful understanding** | **3 Meeting expectations with basic understanding** | **2 Partially meeting expectations with some understanding** | **1 Not yet meeting expectations** |
| ***Message/ Meaning***  Audience and Purpose  Clear Message  Relevant Details | Your letter has an insightful understanding of purpose and audience  Wow! You convey a clear message in your writing  You have provided rich details that are relevant and appropriate for the intended message | Your letter has thoughtful understanding for the purpose of the audience  A clear message has been established  You have provided clear details that support your message | Your letter has a basic understanding for the purpose and audience  A basic message has been established  You have some details to support your message | With help, you are beginning to understand the purpose and audience  A message is started but needs further development  You need to add more details to support your message | Why are you writing this letter?  What is the message you are trying to share?  Can you add details to make your message clear? |
| ***Organization &***  ***Coherence***  Letter Parts | You have easily included all of the letter parts correctly, and added an original salutation and or closing | Your letter has all of the parts in the correct position including the date, salutation, body, closing and signature | Your letter has all the main parts but may not be all in the correct position. | You are missing some letter parts. | What are the letter parts? Do you have them all? |
| ***Style & Language***  Sentence Structure | You effectively and consistently used a variety of sentences with correct punctuation, spelling and capitalization | You used a variety of sentences with correct punctuation, spelling and capitalization | You used some different of sentences with some errors in punctuation, spelling and capitalization | Some sentences are clear and there are a many errors in capitalization, punctuation, and spelling | Remember to use clear and complete sentences with proper punctuation, capitalization, and spelling |

**FEEDBACK:**

C:\Users\arlene.low\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TE0RJ7SK\MC900016849[1].wmfThe Legend of Vinland

Outcomes:

**CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.**

**CR6.6: Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.**

**CC6.1: Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).**

BEFORE:

**KWL Chart: Vikings**

|  |  |  |
| --- | --- | --- |
| What do you know about Vikings? | What do you want to know about Vikings? | What did you learn about Viking? |
|  |  |  |

AFTER: Create a Brochure CC6.4 Review Co- Created Criteria

**Rubric for Representation** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level:\_\_\_\_\_\_

**Outcome CC6.4:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Great work! This is going extra well for you! 5** | **You did it and you did it on your own!**  **4** | **Good start. You are beginning to make sense of this on your own. 3** | **You can do it. Spend some extra time with the criteria and ask for help. 2** |
| **Message/**  **Meaning** | **Overall Clarity of Message & Meaning** | Your message is clear and insightful. Your ideas are detailed and strongly support your message. | You show a clear understanding of the subject matter. Your message is clear and straightforward. | Your message is apparent but unrefined. You need more ideas and information to clarify your message. Think about spend a little more time planning before you begin your representation. | You had some trouble making your message clear and focused. What are you trying to say through your representation? How can you support your ideas? |
| **Organization & Coherence** | **Legible and Neat** | Your visuals/graphics and/or text features are clear, detailed and enhance the overall message. Your representation shows careful and considered planning. | Your visuals/graphics and/or text features are clear, easily understood and support the overall message. Your representation shows evidence of planning. | Your visuals/graphics and text features are undeveloped. More attention needs to be given to details in visual/graphics. You may need support with planning. How can you support your message through your details? | You had trouble making your visual/graphics and text features clear and detailed. Before you begin your representation, really plan what you want to say and how you will organizes your visuals and text features. |
| Style & Language Choices | **Visually Accurate** | You have created a strong connection between the visual elements and the message. You have a strong grasp on visual accuracy. | You have created an obvious connection between the visual elements and the message. You spent time ensuring your chosen visual elements were accurate. | There is some connection between the visual elements and the message after assistance; more thinking before creating may help. | You had trouble connecting the visual elements and the message. Remember that every detail, image and word you create is part of the overall message. How can you plan your representation so all features support what you are trying to do? |

 Savitri and Satyavan

**Summative Assessment**

Outcome: **CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level:\_\_\_\_\_\_\_\_\_\_\_\_\_

**BEFORE:**

List FIVE qualities of a good person:

1.

2.

3.

4.

5.

**DURING:** Read and stop and the listed page numbers and respond the best you can to the questions.

Read to “ I hope you can find a man to love.” ( page 49)

1. What is the problem?
2. What is the father’s solution?
3. What is the anticipated solution?

Read to “ Princess Savitri wishes to marry you.” ( page 50)

1. Compare how Savitir chose Satyavan for a husband to the way her father set out to find her husband.

Read to “ Any moment now the year would end.” ( page 52)

1. What do you believe will happen now based on the solution that you predicted at the beginning of the story?
2. What information in this tale has caused you to change your predictions?

Read to the end of the story.

**AFTER:**

1. Think about the choices Savitri made in the story. Discuss why you think she is a good or poor decision maker. ( LEVEL 4)
2. What is the surprise that Savitri has to share with Satyavan at the end of the story? ( LEVEL 3)
3. What do you think the moral of the story might be? ( Level 4)
4. Do you think Satayvan is a good son? Why or why not? ( Level 4)
5. How is Savitri like or not like you? Why? ( Level 5)
6. Who would you recommend this story to? Why? ( Level 4/5)

See Attached Comprehend and Respond Rubric for Assessment